
6B

Action

Credentialing and Certificated Assignments Committee

Teacher Supply in California 2004-2005 A Report to the Legislature

Executive Summary: This agenda item is in response to Assembly Bill (AB) 471 (Scott, Chapter 381, Statutes of 1999). AB 471 requires the Commission report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers to teach in California public schools.

Recommended Action: Staff recommends that the Commission approve the Teacher Supply in California 2004-05 report for submission to the Legislature.

Presenter: Steve Burke, Research Analyst,
Certification, Assignment and Waivers Division

Strategic Plan Goal: 6

Provide leadership in exploring multiple, high quality routes to prepare professional educators for California's schools

- ◆ Work with education entities to expand the pool of qualified professional educators

Teacher Supply in California 2004-2005

A Report to the Legislature

Executive Summary

Determining teacher supply in California is essential for policy makers as they analyze how current statutes and policies impact teacher recruitment, teaching incentives and teacher preparation. This report provides data collected by the California Commission on Teacher Credentialing (Commission) and addresses several questions regarding the supply of teachers newly available to teach in California classrooms.

This report is provided in response to Assembly Bill 471 (Scott, Chapter 381, Statutes of 1999) signed by Governor Davis effective January 1, 2000. AB 471 requires that the California Commission on Teacher Credentialing report to the Governor and the Legislature each year on the number of teachers who received credentials, certificates, permits and waivers. The report includes the type and number of documents issued authorizing service to teach in California public schools or schools under public contract for fiscal year 2004-05. The report incorporates the requirements of the legislation into a tool for policy makers and others interested in teacher supply. More detailed data is available on-line in the full report at www.ctc.ca.gov.

This report is structured based on the following headings:

- The Number of Teachers Earning Credentials
- The Types of Credentials Teachers Are Earning
- Alternative Routes
- Paraprofessional Program
- Who Prepares California's Teachers?
- Are More People Considering a Teaching Career?
- Teachers Who Earned an English Learner Authorization Through Staff Development
- The Number Of Permits And Waivers That Are Not Compliant With The Highly Qualified Teacher Requirement In No Child Left Behind

In fiscal year 2004-05, California saw a 10.7% decrease in the number of newly credentialed teachers, and a 24.2% decrease in the number of emergency teaching permits.

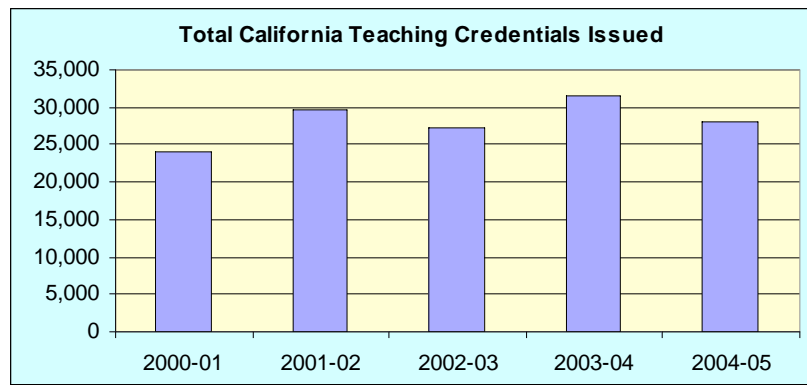
The Number of Teachers Earning Credentials

Teachers may earn a California teaching credential through a variety of programs offered by Institutions of Higher Education (IHE) or through intern programs offered by a school district or consortia of districts. All teacher preparation programs must meet the same high teacher preparation standards and be accredited by the Commission. Teachers prepared in other states have several options for obtaining a California credential depending on their years of experience or the comparability of their teacher preparation program to those in California. Recent legislation has effectively streamlined this process for out-of-state teachers.

The following chart shows the numbers of teachers initially earning California teaching credentials for fiscal years 2000-01 through 2004-05. The chart also shows that the supply of newly credentialed teachers in 2004-05 decreased by 10.7% over the previous fiscal year.

Total California Teaching Credentials Issued

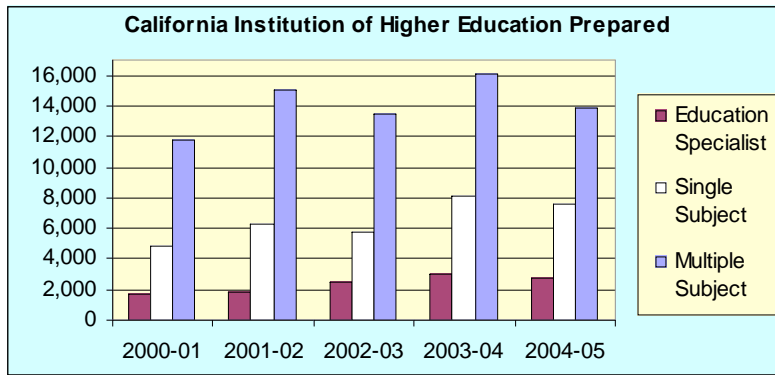
	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
California IHE Prepared	18,397	23,225	21,649	27,150	24,149	-11.1%
District Prepared	805	682	631	672	586	-12.8%
Out-of-State Prepared	4,724	5,629	4,856	3,575	3,304	-7.6%
Totals	23,926	29,536	27,136	31,397	28,039	-10.7%



The following charts show the types of teaching credentials earned in California through the avenues outlined on the previous page – California IHE programs, school district programs, and teachers prepared in other states. There are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings. Multiple subject teaching credentials authorize service in self-contained classrooms such as classrooms in most elementary schools. Single subject teaching credentials authorize service in departmentalized classes such as those in most middle and high schools. Education specialist credentials authorize service in special day classes and in resource programs for students with special needs.

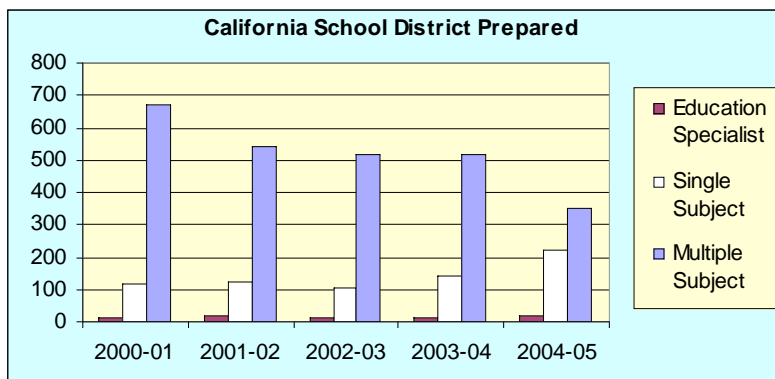
California IHE Prepared

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
Multiple Subject	11,813	15,080	13,468	16,117	13,805	-14.3%
Single Subject	4,886	6,313	5,701	8,053	7,543	-6.3%
Education Specialist	1,698	1,832	2,480	2,980	2,801	-6.0%
Total	18,397	23,225	21,649	27,150	24,149	-11.1%



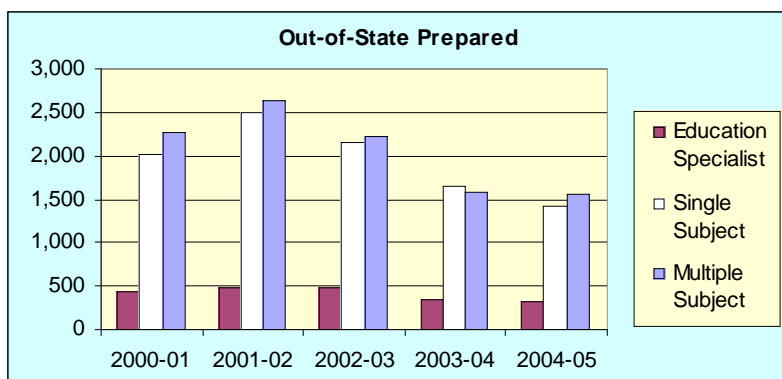
District Prepared

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
Multiple Subject	673	539	514	515	350	-32.0%
Single Subject	117	126	106	142	220	54.9%
Education Specialist	15	17	11	15	16	6.7%
Total	805	682	631	672	586	-12.8%



Out-of-State Prepared

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
Multiple Subject	2,277	2,640	2,210	1,577	1,564	-0.8%
Single Subject	2,006	2,497	2,161	1,655	1,423	-14.0%
Education Specialist	441	492	485	343	317	-7.6%
Totals	4,724	5,629	4,856	3,575	3,304	-7.6%



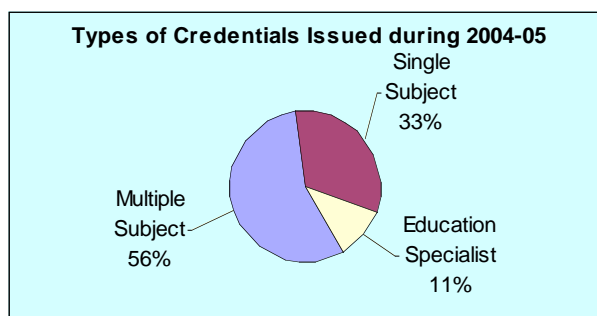
The Types of Credentials Teachers Are Earning

This report focuses on teaching credentials for California's K-12 classrooms. As stated previously, there are currently three basic types of teaching credentials issued by the Commission for service in K-12 academic settings, multiple subject teaching credentials, single subject teaching credentials, and education specialist credentials.

As shown in the chart below, multiple subject teaching credentials comprised 56% of the total number of credentials issued in 2004-05 at 15,719. Single subject teaching credentials comprised 33%, at 9,186, and education specialist teaching credentials comprised 11% of the total at 3,134.

Types of Credentials Issued During 2004-05

	<u>2004-05</u>
Multiple Subject	15,719
Single Subject	9,186
Education Specialist	3,134
Total	28,039



Alternative Routes

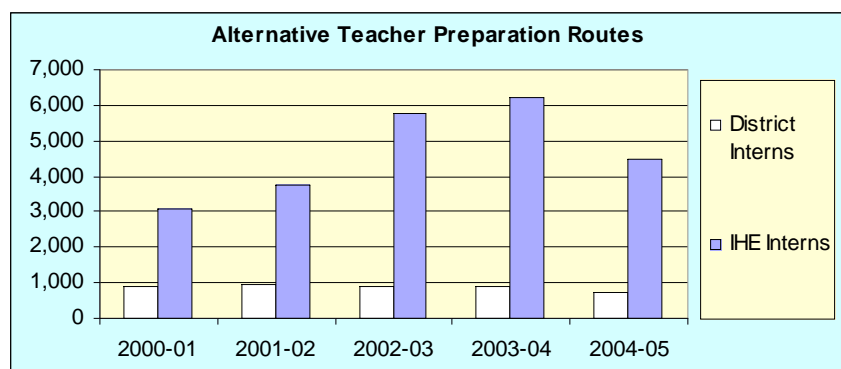
California offers great flexibility for individuals interested in becoming teachers. The traditional route to teaching includes a year of preparation courses including field experience and student teaching. The experience is carefully planned to introduce the prospective teacher into the classroom and to ensure that the teacher is fully prepared upon earning the credential. However, this route does not meet the needs of many individuals who have the skills and dedication necessary to become excellent teachers. For individuals who must earn a living while completing a teacher preparation program and for career changers who bring valuable skills and experience to the classroom, internship programs are a viable option.

Many IHEs offering teacher preparation programs also offer an internship alternative. School districts may also offer teaching internship programs. All alternative programs must meet the same high standards as traditional programs and must be accredited by the Commission. Each program must show how it prepares interns prior to their classroom experience – usually during the summer – and must show how interns are mentored and assessed in addition to providing continued teacher education courses and seminars.

The chart below shows the number of internship credentials issued for use in both IHE and school district programs over a five-year period. Data for fiscal year 2004-05 showed a 26% decrease in the total number of documents issued over the previous fiscal year. District internship programs showed little variation over the five year period, with an enrollment of 746.

Alternative Teacher Preparation Routes

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
IHE Internships	3,056	3,769	5,779	6,197	4,486	-27.6%
District Internships	897	944	915	875	746	-14.7%
Totals	3,953	4,713	6,694	7,072	5,232	-26.0%

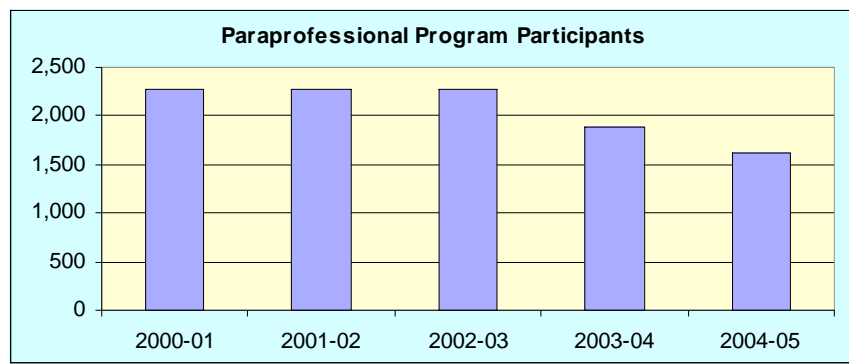


Paraprofessional Program

In the past few years, the Governor and the Legislature have provided funding for individuals working in classrooms as paraprofessionals. The paraprofessional teacher training program provides money for tuition and books, and offers academic support as participating classroom aides earn a college degree and complete a credentialing program. Due to fiscal challenges experienced by the State of California, the paraprofessional program has experienced a dramatic reduction in funding, resulting in a 13.8% decrease in the number of participants in the program. The paraprofessional program has been highly successful in moving participants into internship programs and later to full credentials.

Paraprofessional Program Participants

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change</u>
2,268	2,266	2,266	1,876	1,618	-13.8%



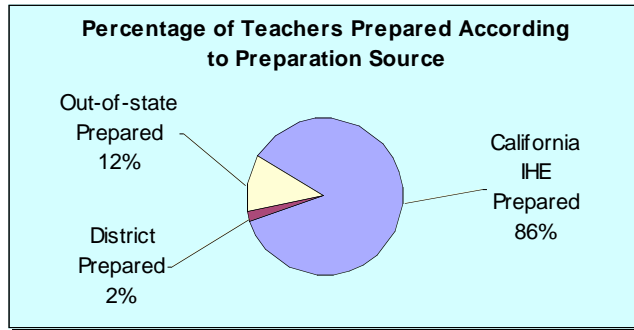
Who Prepares California's Teachers?

California Universities prepared 86% of the newly credentialed teachers in California during fiscal year 2004-05. Teachers prepared in other states who became credentialed in California comprised 12% of newly credentialed California teachers. The remaining 2% of teachers were prepared through school district internship programs.

Percentage of Teachers Prepared According to Preparation Source

Fiscal Year 2004-05

<u>Certification Route</u>	<u>Multiple Subject</u>	<u>Single Subject</u>	<u>Education Specialist</u>	<u>Totals</u>
California IHE Prepared	13,805	7,543	2,801	24,149
District Prepared	350	220	16	586
Out-of-state Prepared	1,564	1,423	317	3,304

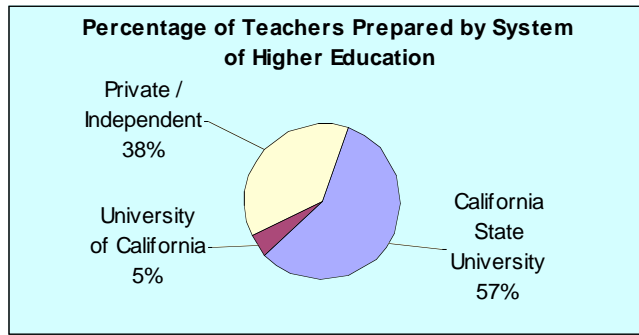


Of the three university systems – California State University (CSU), University of California (UC) and Private/Independent Universities – CSU’s prepared 57% of the new teachers in the fiscal year 2004-05. Private/Independent Universities prepared 38%, and UC programs prepared 5% of the new teachers.

Percentage of Teachers Prepared by System of Higher Education

Fiscal Year 2004-05

California State University	13,881	57%
University of California	1,177	5%
Private / Independent	9,091	38%
Total	24,149	100%



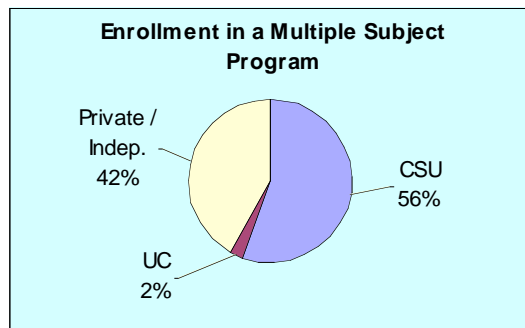
Are More People Considering a Teaching Career?

Tracking teacher preparation program enrollment can serve as a forecasting tool. Federal regulations require all states to report data on teacher preparation. Included in this report is enrollment data for all California IHE teacher preparation programs during fiscal year 2003-04.

The charts show enrollment data for multiple subject, single subject, and education specialist teaching credential programs. The first three charts show this data according to enrollment in programs offered through the California State University (CSU), the University of California (UC) and Private/Independent Universities during fiscal year 2003-04. The next chart shows aggregate data for fiscal years 2000/01 through 2003/04. Because not all credential candidates will complete their teacher preparation program in one year, the data should be viewed in light of the varying length of each candidate's progress toward the credential. The data show that there were 35,936 candidates enrolled in programs for multiple subject teaching credentials, 19,131 candidates enrolled in programs for single subject teaching credentials, and 11,426 candidates enrolled in programs for education specialist teaching credentials during fiscal year 2003-04. Total enrollment was down 9% over fiscal 2002-03.

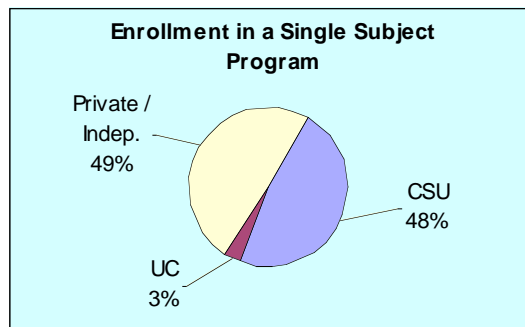
Multiple Subject

CSU	19,948
UC	881
Private / Indep.	15,107
Total	35,936



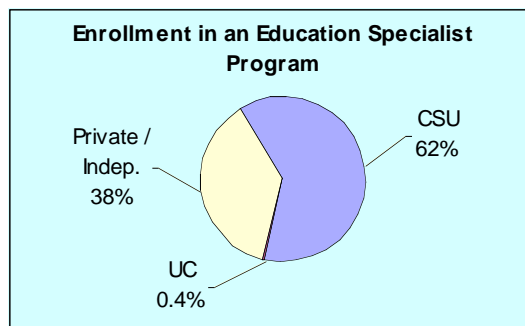
Single Subject

CSU	9,112
UC	607
Private / Indep.	9,412
Total	19,131

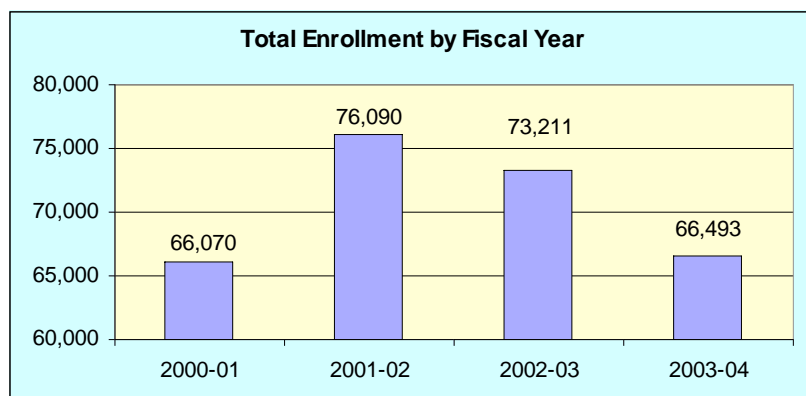


Education Specialist

CSU	7,066
UC	47
Private / Indep.	4,313
Total	11,426

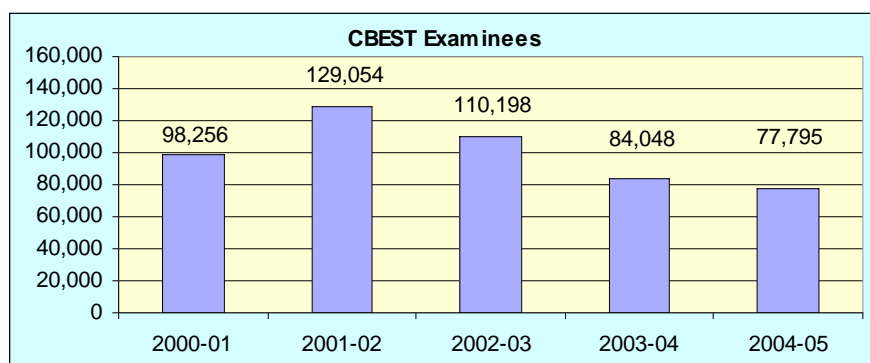


<u>Total Enrollment by Fiscal Year</u>					
	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>% Change over 02-03</u>
Multiple Subject	40,240	43,550	41,607	35,936	-13.6%
Single Subject	17,823	20,698	20,293	19,131	-5.7%
Education Specialist	8,007	11,842	11,311	11,426	1.0%
Totals	66,070	76,090	73,211	66,493	-9.2%



Another indicator of interest in teaching is the number of individuals taking the California Basic Educational Skills Test (CBEST). This exam is a prerequisite for all teaching and service credentials in California. It measures an individual's basic competence in reading, writing and mathematics. There were 77,795 CBEST examinees during fiscal year 2004-05. This was a 7.4% decrease over the previous year. All examinee numbers include repeat test takers.

<u>CBEST Examinees</u>					
<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
98,256	129,054	110,198	84,048	77,795	-7.4%

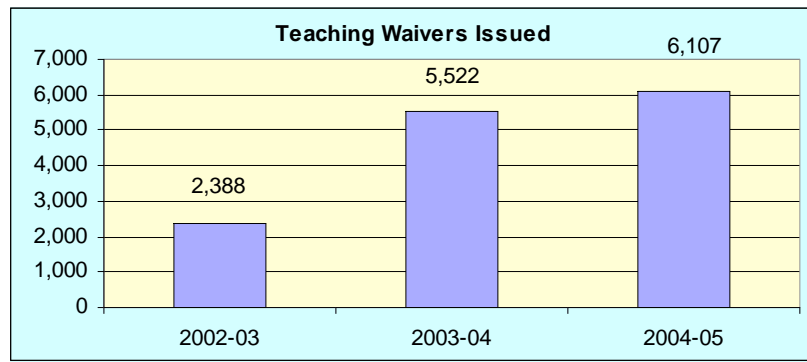


Teachers Who Earned an English Learner Authorization Through Staff Development

Teachers can be authorized to teach English learners through the provisions of Senate Bill 395, which became effective on January 1, 2000. This bill amended Education Code 44253.10, and created a transition to Commission approval of Staff Development programs and Commission issuance of the Certificate of Completion. The certificate serves as an additional authorization for experienced credentialed teachers and allows the holder to teach English learners in content areas using English.

Certificate of Completion of Staff Development

<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
2,388	5,522	6,107	10.6%



The Number of Permits and Waivers That Are Not Compliant With The Highly Qualified Teacher Requirement In No Child Left Behind

The No Child Left Behind Act defines a highly qualified teacher as one who holds a bachelor's degree, a teaching credential issued by the State, and be proficient in the subject of the credential. To earn the Multiple Subject credential in California an applicant must pass the California Subject Examination for Teachers (CSET) – Multiple Subject. The Single Subject credential requires the applicant to either pass the CSET if the subject of the credential or complete a Commission approved subject matter program. This section shows the numbers of Pre-Internship, Special Temporary Certificates, Emergency Permits and Waivers that were issued in 2004-05. All of these documents are not compliant with the Highly Qualified Teacher Requirement in the No Child Left Behind Act.

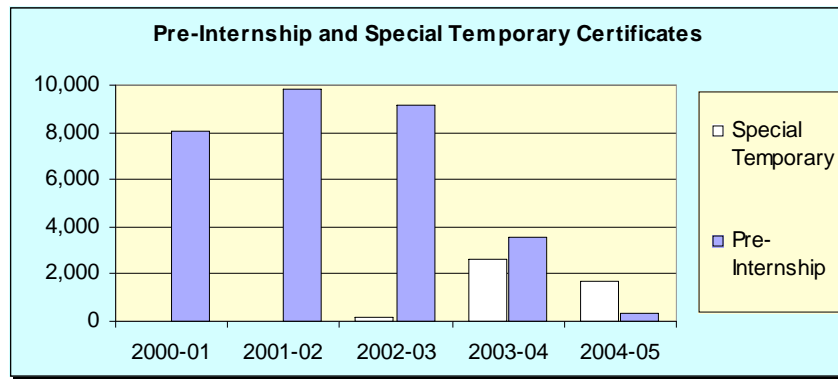
The pre-intern program has seen its funding reduced to support only those individuals currently in their last year of the program, before phasing out the program in June of 2006. This has resulted in a 91% reduction in the number of pre-intern documents issued over the previous fiscal year. The pre-intern program has provided funds for school

districts to support teachers who would otherwise have served on emergency permits. The program has offered training in basic classroom skills such as classroom management and organization, provided mentoring and helped participants meet the credentialing subject matter requirements to enter an internship program.

On August 2, 2005, Californians for Justice Education Fund filed suit against the California Commission on Teacher Credentialing regarding the Commission's authority to issue Individualized Internship Certificates (IIC). On November 2, 2005, the Court determined that the Commission did not have the authority to issue Individualized Internship Certificates without first promulgating regulations and that IICs were therefore void and need to be replaced as Special Temporary Certificates. Special temporary certificate allowed individuals who had completed subject matter programs to participate in college and university based teacher preparation programs while earning a credential.

The following chart shows that the combined total for both documents issued during 2004-05 was down 67.9% over the previous fiscal year.

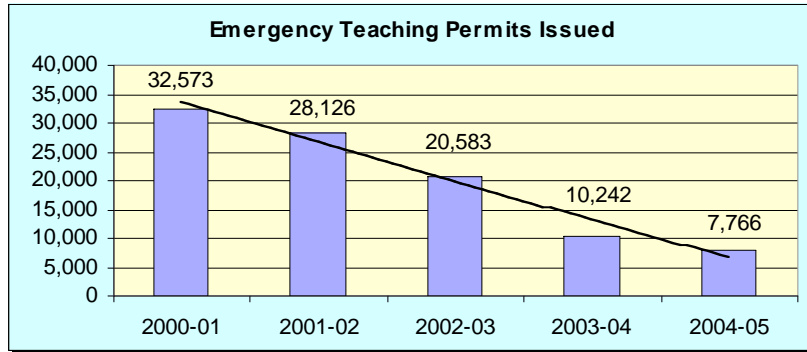
<u>Pre-Internship and Special Temporary Certificates</u>						
	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
Pre-Internship	8,092	9,841	9,152	3,523	319	-90.9%
Special Temporary	0	0	209	2,627	1,658	-36.9%
Total	8,092	9,841	9,361	6,150	1,977	-67.9%



For the fifth consecutive year, emergency permits decreased over the previous fiscal year. The number of emergency teaching permits (multiple subject, single subject, and special education) decreased by 24% -- from 10,242 in 2003-04, to 7,766 in 2004-05. The number of credential waivers increased by just under 4% -- from 458 in 2003-04, to 475 in 2004-05. Since fiscal year 2000-01, California has seen a 76% decrease in the number of emergency teaching permits issued, and a 79% decrease in the number of credential waivers issued. Taking into account the total number of certificated teaching staff in California's schools and the number of emergency teaching permits issued, the percentage of teachers on emergency permits has decreased from 3.4% in 2003-04 to 2.6% in 2004-05. Credential waivers remained at .2% of the total certificated teaching in 2004-05.

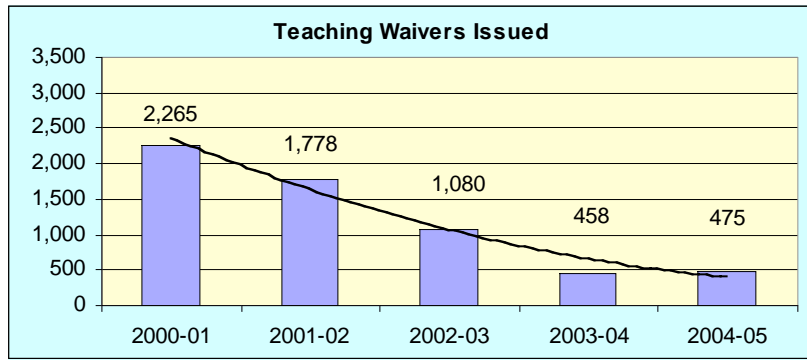
Emergency Teaching Permits

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 03-04</u>
32,573	28,126	20,583	10,242	7,766	-24.2%



Teaching Waivers

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>% Change over 02-03</u>
2,265	1,778	1,080	458	475	3.7%



Summary

Fiscal year 2004-05 saw the number of individuals initially earning a California teaching credential decline by 10.5%. The drop was not totally unexpected as the prior year total exceeded 31,000 for the first time in history. There are indicators, mainly a 7.4% drop in the number of individuals taking the CBEST in 2004-05, which suggests that the supply of newly credentialed teachers may decline slightly in the near future. The year also saw a 24% drop in the number of teachers serving on an emergency permit. This is optimistic news regarding the supply of fully prepared teachers serving in California schools. The Commission's continued efforts to decrease the number of teachers serving on emergency permits suggest that California's future classroom teachers will be more highly qualified.